



Annual Report

2015-2016



TWO RIVERS PUBLIC CHARTER SCHOOL

Pam Jackson

President, Board of Trustees

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About Two Rivers

Mission

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

The mission is supported by the following goal:

When students graduate from Two Rivers, they will have the cognitive and social skills to succeed in high school and college so that they are positioned to have rich and varied options for their future.

Curriculum and Instruction

Two Rivers Public Charter School is an educational environment where students and staff are a community of learners on a journey of discovery. Founded by an energetic and committed group of DC parents, Two Rivers uses EL Education, formerly Expeditionary Learning, an educational model that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence.

The Two Rivers community shares a strong belief that all children can learn and be high achievers. The curriculum at Two Rivers is rigorous, standards-based, and provides opportunities for students to excel in all areas. An integrated arts program and a content-based Spanish program augment the school's demanding academic program. These elements come together through learning expeditions that allow students to incorporate and apply their classroom learning through real-world experiences.

Two Rivers' curriculum encompasses many areas of study and utilizes the Common Core Standards, in conjunction with DC state standards to guide learning. All students participate in language arts, math, social studies, science, Spanish, physical education, drama, art, and music as part of their regular program. Two Rivers' curriculum framework outlines essential areas of study in science and social studies covered at each grade level. Included topics provide an interdisciplinary framework upon which all children can build their knowledge year after year, ensuring that by the time a student graduates from eighth grade, he or she will have studied critical aspects of each discipline: physical science, life science, and earth science in the sciences, and geography, civics, history, and economics in social studies.

Two Rivers uses a balanced literacy approach to teaching reading, both through the use of authentic, compelling pieces of literature and informational text and through direct instruction in fluency and decoding skills. At upper grades, students focus on in-depth reading comprehension through complex text sets in literacy units and expeditions. Two Rivers' literacy program also includes direct instruction in the mechanics of reading, reading comprehension strategies, vocabulary development, and writing.

Math instruction at Two Rivers guides students to develop a comprehensive understanding of mathematical concepts, encompassing everything from a strong sense of numbers to conceptual understanding of shapes in space. Two Rivers uses enVisionMATH in the elementary grades and the University of Chicago School Mathematics Project in the middle school. The emphasis in these programs is not to teach specific algorithms to solve problems, but rather to guide students through a process of exploration around mathematical ideas and to introduce them to multiple methods of solving problems. Through this approach, students develop a greater level of understanding of the mathematical concepts and thus fully comprehend not only how to do an efficient algorithm but understand why it works. In addition to building students' conceptual understanding of math, Two Rivers also works to develop students' efficiency with numbers and computation. Through regular focused time to increase speed and proficiency, students are better able to access the rudimentary mathematical skills they need to further deepen their understanding and apply mathematics to relevant situations. Two Rivers' math program is designed to develop proficiency in mathematics so that all students are well prepared to succeed in high school. With that in mind, Two Rivers offers credit-bearing algebra and geometry courses for middle school students who have demonstrated that they are prepared for work in more advanced mathematics.

Learning expeditions, a component of EL Education, are the main instructional vehicle for social studies and science learning. EL Education is based upon the tenet that studying something in depth will help students develop lifelong learning skills more successfully than studying a broad range of topics in less detail. While teachers at Two Rivers aim to cover most of the standards for each child in a grade, two areas of study are explored in much greater depth each year. These topics are selected from the curriculum framework. All units of study involve intensive research, reading, writing, scientific exploration, and real-world application. Two Rivers curricular programs are aligned with the school's mission, instructional, and character development programs.

To realize the mission, Two Rivers believes that students need more than the core content and basic skills of a traditional school curriculum. Students need to develop skills associated with critical thinking, problem-solving, collaboration, communication, and character; or what are collectively called 'deeper learning skills.' Two Rivers is committed to cultivating important deeper learning skills that all students need to have rich and varied options for their future. These skills enable students to solve any type of complex problem they may encounter.

The skills of critical thinking and problem-solving require mastery of five core components:

Schema Development

The ability to learn vast amounts of information and organize it in ways that are useful for understanding

Metacognition and Evaluation

The ability to think critically about what one is doing and evaluate many potential choices

Effective Reasoning

The ability to create claims and support them with logical evidence

Problem Solving

The ability to identify the key questions in a problem, develop possible paths to a solution, and follow through with a solution

Creativity and Innovation

The ability to formulate new ideas that are useful within a particular context

We define character as the intrapersonal skills necessary for success. Character involves being able to monitor and direct one's own learning, as well as cultivating positive attitudes

and beliefs about one's academic abilities and identity as a learner. It also involves the skills of setting goals, maintaining attention to detail and precision, and cultivating a growth mindset. Additionally, character involves personal integrity in both work and relationships. Thinking about character in these ways values how individuals think about themselves both as learners and more broadly as people.

There are two scholarly habits scholarly habits used as Two Rivers to help students understand and develop character:

I work hard: This scholarly habit is characterized by a strong work ethic that values both completing work in a timely manner and producing work of high quality. This is often highlighted when students persevere through difficult tasks and pay attention to the craftsmanship of their work.

I am responsible and independent: Students develop this scholarly habit when they demonstrate personal integrity while completing work and interacting with others. This is particularly evident in self direction and a positive outlook toward learning.

Collaboration and communication are interpersonal skills that help people work well with one another. Both collaboration and communication involve being able to read the vast number of verbal and nonverbal cues that we all use to communicate our ideas and emotions. People need to learn to build shared understanding, negotiate outcomes, and cultivate trust to work together to solve the problems that no one can solve alone.

Students learn two scholarly habits in particular that speak explicitly to the development of collaboration and communication skills:

I am a team player: This scholarly habit is defined by the ability to collaborate effectively with others and share responsibility for work. This includes listening effectively to others and compromising to develop mutually beneficial solutions.

I care for my community: This scholarly habit is characterized by the ability to engage with empathy and respond with compassion toward others. Students care for their community when they actively work to understand and help others.

Launch of Two Rivers at Young

This year, Two Rivers was thrilled to open a second elementary school at the site of the historic Charles E. Young Elementary School building in the Carver/Langston neighborhood in Ward 5. Two Rivers at Young began serving preschool to 1st grade and will add grade a year until it serves students through 5th grade. The entire Two Rivers network will eventually serve more than one thousand students. The educational experience (curriculum, instruction, culture) at Young mirrors that offered at the 4th Street campus. Young has the benefit of ample green space, which allowed it to host students from both Two Rivers' campuses for Fall Festival, a day of outdoor sports and activities. Budding preschool gardeners from 4th Street joined their counterparts to cultivate exotic vegetables in garden boxes at Young.

Care has been taken to populate Young with veteran Two Rivers staff, and network leadership spends time on both campuses. A large community room at Young has afforded Two Rivers opportunities to host events which have historically been held elsewhere, such as the annual middle school musical and 8th grade graduation. Young has also given the school the chance to accommodate space requests for meetings from partners and funders such as CityBridge Foundation and Next Generation Learning Challenges.

The parents at Young are incredibly involved with 96% participating at their first Showcase, which is the public display of student learning at the end of the semester. In the spring, nearly two hundred parent and family members came to hear a choir concert at Young.

The state-of-the-art playground at Young is the product of an outpouring of support from the community and a reflection of Two Rivers' values. Friends and family of a Two Rivers grandparent raised several thousand dollars as a tribute to his tireless work in affording access to people with disabilities. Giving access is a core value at Two Rivers and the playground elements were carefully selected to give all children the opportunity for fun and safe play.

Parent Involvement

As a parent-founded school, Two Rivers cares deeply about the partnership between parent and school. One of the many ways to maintain this important relationship is through a formal parent involvement structure, the Two Rivers Parent School Association (PSA). Established during the 2011-12 school year, the mission of the PSA is to provide a structured forum for Two Rivers families and staff to contribute their time and talents for the continued success of the school. Through the PSA, parents are encouraged to attend monthly meetings, engage with other parents at PSA-sponsored events and fundraisers, or participate on one of many initiative-focused committees. A PSA has not yet been established at the Two Rivers at Young campus, but various committees are led by Young parents. Two Rivers school leaders, 4th Street PSA members, and Young families are working together to establish a PSA that will serve the needs of the Young school community.

Two Rivers is proud to have consistently high parent involvement from year to year, and the 2015-16 school year was no exception. Showcase was attended by approximately 90% of Two Rivers' parents and guardians across Young and 4th street buildings. Showcase, held twice each year, is a capstone presentation where students share with family and community members the process and final products of their semester of learning. Consistently high Showcase attendance is a testament to Two Rivers parents' belief in and commitment to their child's learning. Annual Math, Literacy, and Spanish Nights, which help promote a joyful exploration of learning for the whole family, were very well attended by students and parents alike. Parents are also frequent volunteers at the school, helping out in classrooms, with field studies, and serving as guest readers.

Parents contributed to the school in many ways during 2015-16, including caring for the school gardens; hosting a staff appreciation lunch; and providing funds for staff professional development, student transportation, and the 8th grade graduation. Parents were also instrumental in soliciting community input on public space improvements, engaging public officials and design firms, and seeing projects like the new 4th Street playground banner to fruition. Also during the school year, parents led the annual *Framing the Future* Gala, the most successful one to date.

Through a generous grant and thought partnership with the Flamboyant Foundation, Two Rivers Middle School enhanced its family engagement efforts. A significant part of this work was to roll out digital portfolios for each student's work

which had previously been in physical paper binders.

These digital portfolios (and requisite investment in one laptop per student through a grant from the CityBridge Foundation) have not only made the process of creating a portfolio more efficient and professional, they have given parents anytime access to their children's work. Now, rather than treating student-led conferences as an endpoint, parents can coach their students to see each year as a journey to build and to curate their digital portfolio so that it captures growth and achievement over time. These digital portfolios, created in Google Sites, can be easily shared with prospective high school admissions teams (as well as family and friends) in order to help demonstrate students' rich learning.

Performance and Progress

The Mission in Action

Since 2004, Two Rivers has remained committed to its mission to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Central to our mission is the importance of developing in students a love of learning for its own sake. Two Rivers believes that important learning and development take place when children challenge one another, ask questions, and work collaboratively in order to build on one another's knowledge. To that end, students at Two Rivers are challenged to use their critical thinking and communication skills through participation in problem-based tasks throughout the year. Problem-based tasks are at the heart of expeditions, acting as rich, compelling tasks that drive students to think critically and creatively to develop a collective response or solution. At the end of each semester, students unveil the products of their expedition in the form of vibrant, high-quality work for parents and community members at the Showcase of Student Learning, events that are regularly attended by more than 90% of Two Rivers families.

Another way that students share their learning in the middle school is through student-led conferences and portfolio assessments. First launched during the 2011-12 school year, student portfolio assessments continue to be an important component of the Two Rivers middle school experience and are a compelling example of the mission in action. Students in grades 6 through 8 present a portfolio of high-quality work to their parents and guardians twice a year. Students present three to five pieces of work, and explain the skills, knowledge, and processes necessary to complete the work. New this year, digital portfolios have allowed a greater degree of ease by which students could engage in peer critique and revision. Digital portfolios help improve students' organizational skills and built their digital literacy muscle. The new digital portfolios also allow students to more easily take their work home for completion.

Seventh graders participate in a Passage Portfolio which elevates the stakes for transition from 7th grade to 8th grade. Students present their work to a panel of Two Rivers staff, who then ask probing questions and inspire students to discuss their strengths, areas that need development, and growth over time through revision. Students must pass the Passage Portfolio before they are promoted. For the 15-16 school year, Two Rivers made the process much more rigorous by raising the mark for passing and calibrating rubric scoring with the whole staff prior to evaluating the students.

Two Rivers founders recognized the importance of creating an environment where all families and students felt welcome and supported. On the 2016 Comprehensive School Climate Inventory, Two Rivers continued to receive high ratings from students and parents on indicators related to respect for diversity, safety rules and norms, engagement, and support for learning. As a part of making families feel welcome, the school considers the input, assistance, involvement, and support of the parent community to be one of its greatest strengths, and as a result has gained extremely high parent involvement rates.

Goals and Academic Achievement

Two Rivers was recognized at a press conference with the Mayor and Public Charter School Board as one of the top performing charter schools in the city. This accolade was grounded in the school's continued strong performance on the Partnership for Assessment of Readiness for College and Careers (PARCC).

Two Rivers students scored among the highest in the city in both English Language Arts and Math. These students significantly outperformed the DC Public Schools average, the charter average, and the state average. Two Rivers also had an increase from 2015 in both math and reading in the percentage of students scoring college and career ready.

In addition to adopting the Performance Management Framework (PMF) as Two Rivers' goals and academic achievement expectations in the 2014-15 school year, Two Rivers also adopted the following goal: on the EL Education Implementation Review assessment, each Two Rivers campus will meet or exceed its yearly target score (set and uploaded to Epicenter by July 1 of the previous school year).

In the 2015-16 school year, Two Rivers is proud to have exceeded the yearly target for the EL Implementation Review. The EL Implementation Review assesses all aspects of school life including curriculum, instruction, assessment, culture and character, and leadership. Each dimension includes several practices, and each practice is scored on a scale of 1 to 5, where 1 indicates initial implementation, a 3 indicates moderate implementation, and a 5 indicates exemplary practice. Two Rivers at 4th Street is pleased to have earned a score of 4 or 5 on all but three categories, where a score of 3 was received. Two Rivers' target score on the review is 98 and in the 2015-16 school year, the school scored 106. Particular practices of strength in which Two Rivers scored 5 out of 5 points were: creating a culture of math, analyzing assessment data, creating a community of learning, using data (by leadership), and creating a positive school culture.

Two Rivers is especially thrilled by our EL Implementation Review score at the Young campus. Despite being in its first year, Young scored 104 - exceeding the target score for new schools by 57 points. The school had five areas in which it scored a 5: analysis of assessment data, learning community, family engagement, leadership's use of data, and positive school culture. This achievement is rare for first year schools and shows a high level of EL implementation.

Lessons Learned

Two Rivers is a data-driven school, constantly seeking to make improvements in the program that will advance the mission and set students up for success when they graduate. Core to this commitment is the belief that all students are entitled to opportunities for deeper learning, not just basic skills and content acquisition. Based on student data, school leadership determines if there is a need for investment in interventions. Two Rivers implemented a couple of supplemental intervention literacy programs - Lindamood Bell and Leveled Literacy Intervention (LLI) - to accelerate the growth of students performing below grade level. LLI helped nearly half of the students in the program achieve their target. For the rest of the students, there was growth but it was shy of the target. Two Rivers will continue to leverage LLI for students who are lagging behind.

Leadership Team meetings. Principals in particular profited from a deep understanding of assessment and culture data, allowing them to be targeted in performance monitoring with teachers.

The strong work on digital portfolios in the middle school and debut of student-led conferences in the upper elementary will pave the way for digital portfolios for 4th and 5th graders in 2016-17.

In a fall 2015 organizational effectiveness survey in which 100% of Two Rivers staff responded, the school fared particularly well in both categories of organizational systems (planning, work, talent, and communications) and organizational culture (mission and values, diversity, high expectations, and growth mindset) - beating both the national and Charter Network Accelerator cohort averages by a wide margin.

Two Rivers has seen great benefit in adding a testing coordinator to offload from assistant principals (APs) the tasks related to implementing assessments: scheduling logistics, trouble-shooting, and data entry. The grant-funded testing coordinator position freed up an entire day per week of the APs' time, of which they can now devote to instructional planning with teachers, accountability check-ins, and supervision of academic intervention programs. Teachers had quicker and more thorough responses to testing issues. Students had better experiences with testing because of smoother logistics and less confusion. Moreover, the testing coordinator carefully scheduled assessments to ensure that students did not miss recess or arts classes, which had been a morale issue for students in previous years.

After developing a performance dashboard in 2014-15, Two Rivers rolled out a new process to monitor progress on school-wide indicators. In this new mechanism, every 2-3 weeks staff charged with their indicators shared their data, their perspectives, and aspirations at the standing Organizational

Unique Accomplishments

Schoolwide Accomplishments and Opportunities

Calleva, a local adventure camp, presented Two Rivers with the perfect expedition problem. “Calleva wants to design a new ropes course element that is fun, challenging, and safe and in which teamwork contributes to success. Design an exemplar ropes course element that manipulates physics (to achieve these goals) and (create a pitch to) convince Calleva staff members to build it.” Two Rivers 7th graders took on this challenge. Using a deep understanding of physics, students designed ropes course elements and explained the science behind them. In the end, Calleva staff were so enamored by the designs, that they decided to build an element with design features contributed by five students! This new course element is almost completely constructed and ready for use. This expedition exemplifies the drive that comes from solving authentic problems and Two Rivers’ teachers ability to source such opportunities and craft an educational experience that is rich, standards-based, and exciting.

Second graders became aeronautical artists, on a quest to explain the physics of flight to people at Washington National Airport who don’t know how flight works. Not only did the students develop rich conceptual understanding of the four forces of flight, but they used these very forces - lift, gravity, thrust, and drag – to create paintings to visually depict these abstract forces. National Airport featured these pieces in an exhibit entitled “Art of Flight.”

First graders tackled an expedition topic that many adults cannot confront: whether or not to kill spiders. Their educational journey allowed them to face their fears, learn about these creatures, and to produce an e-book with narrative non-fiction and detailed scientific drawings to help educate others about spiders. The ability to critique their peers, to receive feedback, and to persevere through revisions resulted in a product that forced many parents to re-evaluate their own assumptions about these maligned critters.

Two Rivers was named one of twelve 2016 EL Education Mentor Schools, an honor given to high-performing EL Education schools that have not only reached the organization’s high standards for quality, but also have demonstrated a readiness and willingness to share their expertise with new network schools. Two Rivers is paired with M.R. Hollis Innovation Academy in Atlanta, Georgia for two years with the goal of accelerating this new school’s progress.

Through the generous support of the CityBridge Foundation, the middle school has 1:1 computing and 2:1 computing in grades 4 and 5. Two Rivers sees computers as a way for students to hone their skills to communicate through writing, curate their portfolios, research content, and critique their fellow classmates’ work and respond to feedback. A grant of \$202,500 for the Assessment for Learning Project (ALP) from Next Generation Learning Challenges (NGLC) is helping the school build short, formative assessments to test students’ transference of deeper learning skills. Two Rivers’ work around assessments started in 2010 and was initially funded by the CityBridge Foundation in 2014. The ALP award provides the school with enough funding to enter a new phase of innovations and was given to only 12 applicants across the country (most of whom were large consortia, state departments of education, and districts). The William and Flora Hewlett and Bill & Melinda Gates Foundations are funding partners for the NGLC grant. In January 2017, Two Rivers will assess every student on effective reasoning using homegrown performance tasks and scoring rubrics which have been validated by the Stanford Center for Assessment, Learning, and Equity (SCALE).

In extending the work of the Raise DC - Graduation Pathways Project, Two Rivers shaped and helped launch a student data exchange pilot where middle schools across the city confidentially share quantitative and qualitative student data with high schools so that the receiving schools are better equipped to support students in this vital transition. The pilot targets the meaningful sharing of data and building relationships between middle and high schools in a way that is strategic, sustainable, and unprecedented.

For the third year in a row, Two Rivers has had the highest number of applicants of any public or charter school participating in the My School DC common lottery, with more than 3,600 students applying to attend one of the elementary schools or middle school.

With much fanfare, dozens of Two Rivers students (third through eighth grade) and teachers participated in the ninth annual dance competition. Physical education classes taught merengue, bachata, cha-cha-cha, and salsa – with special classes for adults entering the competition.

Two Rivers launched a new website, funded by a best practice dissemination grant from OSSE, called LearnWithTwoRivers.org. This new site is a platform that showcases the school’s philosophy towards deeper learning,

foundational instructional practices, workshops and other events, and blog. The site has garnered a lot of attention by being featured in popular education websites such as EdSurge, as well as promotion by national outfits such as Next Generation Learning Challenges, Partnership for 21st Century Learning, and the Institute for the Future of Learning.

A December 3rd article in the Washington Post featured the unique expedition-based model at Two Rivers in a time when parents and educators nationwide are increasingly concerned about the promotion of rote learning in an era of test-based accountability demands. The article pointed out the popularity of the EL Education schools in the District (based on waiting lists) and growing use of project-based learning in traditional public schools.

Staff Accomplishments and Opportunities

During the 2015-16 school year, Two Rivers hosted a number of professional development opportunities for educators, including another series of four Learning and Loving Math workshops co-hosted by Two Rivers' Director of Curriculum and Instruction and several Teachers Leaders. Two Rivers also hosted a "First Fridays" event at Young which was coordinated by CityBridge Foundation, Charter Board Partners, and Friends of Choice in Urban Schools (FOCUS) to showcase high-performing charter schools to the public at-large. At the tail end of the event, the school highlighted its innovations in deeper learning assessment work at a special roundtable.

In an effort to bolster connections between educators across the city to benefit all DC kids, Two Rivers held its third annual Evening of Learning seminars. This time though, the school requested proposals on the topic of deeper learning from schools (DCPS, charter, and independents), museums, and other educational organizations. Participants loved the opportunity to work with colleagues across the District and described the sessions as "engaging," "reinvigorating," and "stimulating."

In collaboration with educators from several charter, D.C. public, and independent schools and educational organizations, Two Rivers held its third annual Evening of Learning Seminars. Teachers and leaders from across the education landscape in the DC area joined Two Rivers for twelve sessions that participants described as "engaging," "reinvigorating," and "stimulating."

Two Rivers teachers and leaders continued to share their

learning with fellow educators outside of Two Rivers by presenting at conferences both locally and around the country: EL Education National Conference, DC Data Summit, Deeper Learning Conference, Ashoka Changemaker School Summit, Project Zero, Raise DC Summit, Speak Out Arts Education DC Leadership Meeting, BRAVE Education, Teach for America 25th Anniversary Summit, Math for America DC Math Ignite, and the Washington International School Summit Institute for Teachers. Two Rivers staff routinely receive glowing reviews from their colleagues for these sessions.

Student Accomplishments and Opportunities

In March, ten Two Rivers middle school students, representing five projects, competed in the DC STEM Fair. Several projects won awards including the GEMS award from Walter Reed, third place for the Excellence in Engineering Award presented by the American Society of Mechanical Engineers, and Honorable Mention in the Distinguished Achievement Award in Medicine and Public Health presented by the DC Commissioned Officers Association of the Public Health Service.

Two Rivers middle school students presented the ninth annual middle school musical, The Lion King, Jr., at the stage at Young. Eighty-nine middle schoolers (out of 144) collaborated on set design and costuming; worked diligently to learn lines, choreography, and songs; and even managed sound and lighting equipment, all of which contributed to the success of this year's performance.

Distinguished Guests at Two Rivers

In 2015-16, Two Rivers continued to open its doors to many local, national, and international visitors who were interested in learning what makes Two Rivers so unique:

Superintendent Hanseul Kang made two separate trips to visit both Two Rivers campuses. She said, "I very much enjoyed seeing Two Rivers' expeditionary learning model in action, and getting to talk with the expert student ambassadors. I am incredibly inspired by what is transpiring in our schools in the District. Thank you to the Two Rivers school community for your exemplary work and outcomes."

In the fall, Dr. Camille Farrington, former teacher and researcher at the University of Chicago, shared her insight on classroom instruction and assessment. She was keenly interested in Two Rivers' work on homegrown performance-based tasks and grading rubrics which aimed to test deeper

learning competency outside traditional subject areas such as math or reading.

As part of the 16th annual International Education Week, a delegation from the Liberian Ministry of Education visited Two Rivers to investigate classroom instructional methods to improve public education in their country.

From EL Education, Ron Berger (Chief Academic Officer) and Scott Hartl (President) visited classrooms and engaged with student panels. After touring the Young campus, Scott remarked, “For a first year school you have a remarkable sense of calm and focus - a lovely feel!”

Two Rivers served as an NGLC-sponsored site for approximately 60 visitors from various schools and education support organizations from across the nation. The visit culminated in a consultancy protocol in which participants helped Two Rivers answer a question tied to adding another assessment, “How do we help all of our stakeholders make sense of the deluge of data?” The protocol helped the school think through short and longer term goals of communication with clarity and interoperability between different online platforms.

Emma Vadehra, the Chief of Staff to the Secretary of Education, visited the 4th Street campus. While at Two Rivers, Ms. Vadehra met with school leaders, took a tour, and provided an authentic audience to the 3rd graders who were practicing speaking about their documentary storyboards on DC history.

List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2015-2016 school year:

Action for Healthy Kids	Steven and Veronica LaFemina
Alliance Insurance Services, Inc.	The Law Firm of Lauren E Baum
Anacostia Realty, LLC	Christopher Le Mon and Rachel Taylor
Angel Anderson	Makeup by Mimi Tran
Giannina Lynn Anderson	The Markel Corporation
Arent Fox LLP	MCN Build LLC
Balance Gym	Kara and Gerald Morrissey
Agustin and Margaret Bello	Shelly and Christopher Mrstik
Ian Bishop and Claire Watkins	The National Capital Bank
Dion and Jen Black	The Nature Conservancy
Blue Boy Imaging	Network for Good
Building Hope Charter School Facilities Fund	New Schools Venture Fund
Camp Cody	Next Generation Learning Challenges
Capital Community News	The NoMa Business Improvement District
The Capitol Hill Community Foundation	Peter and Elisa O'Keefe
CityBridge Foundation	Becky Ogle
Clark Construction	Malcolm and Pamela Peabody
Combined Federal Campaign	Peterson and Collins, Inc.
The Community Foundation for the National Capital Region	Kenneth Petersen and Lara Atella
cox graae + spack architects	Phil & Jeanne Team
Kirk Cunningham and Jane Tobler	Philip L. Graham Fund
Katherine Dawes and Barry Lucas	Photojournalism by Rodney Bailey
Daniel and Deborah Day	PMM Companies
EDENS	Raymond James Charitable Endowment Fund
Edward Jones	Steve and Joyce Rebora
Ken and Patricia Eisner	Richard E. and Nancy P. Marriott Foundation
Peter Eveleth	Todd and Sarah Richardson
Sam Farmer and Susan Merry	The Rob and Brent Group
Flamboyant Foundation	Senthil Sankaran
Foulger-Pratt Development, LLC	Scotland Yards Beach Rentals
Friends of the Two Rivers at Young Playground	Eric Smith and Kathryn Petrillo-Smith
Fulcrum Properties Group	The Smith Team
Giant Grocery	Springboard Education in America
Ann Gosier	Suntrust Bank
The Grainger Foundation	Michael Svetlik and Stacey Downey
Patricia Granados	Tatiana Tassoni
Jackie Grise and Thomas Lester	Trammell Crow Company
Aldwyn Hamilton and Jose Cabrera-Macchi	Lee Trevathan and Mason Emnett
Carl Holden and Amanda Parks	Warriors Catering
Susan Hostetler	Washington Times
Ryan Huschka	David Weller and Laelia Gilborn
Dr. Pamela Jackson	Dare and Mark Wenzler
Jennyness Designs	The Wilkes Company
Johnson Law Group	
Joseph Marks Foundation	
Karyn Kendall	
Jay and Sarah Kramer	

Two Rivers Data Points

Enrollment Data			
School	LEA Name	Two Rivers PCS	
School	Campus Name	4th Street	Young
PCSB	Ages served	PK3 - 8	PK3-2
PCSB	Audited Enrollment Total	526	169
PCSB	PK3 Audited Enrollment	36	36
PCSB	PK4 Audited Enrollment	47	48
PCSB	KG Audited Enrollment	50	49
PCSB	Grade 1 Audited Enrollment	50	36
PCSB	Grade 2 Audited Enrollment	50	
PCSB	Grade 3 Audited Enrollment	50	
PCSB	Grade 4 Audited Enrollment	50	
PCSB	Grade 5 Audited Enrollment	49	
PCSB	Grade 6 Audited Enrollment	50	
PCSB	Grade 7 Audited Enrollment	48	
PCSB	Grade 8 Audited Enrollment	46	

Teacher Employment Data		
School	Number of Teachers	53
School	Teacher Attrition Rate	15.1%
School	Average Teacher Salary	\$66,077
School	Teacher Salary Minimum	\$53,000
School	Teacher Salary Maximum	\$80,040

Teacher Qualifications	
School	Of all of the instructional staff at Two Rivers, which includes lead teachers, specials teachers, and special educators, 96.23% have earned a Bachelor's degree or higher, and 62.26% have earned a Master's degree or higher.

Teacher Tenure		
School	New to Two Rivers in August 2015	20.8%
School	1 to 3 years at Two Rivers	22.6%
School	4 or more years at Two Rivers	56.6%

Student Attendance Data			
		4th Street	Young
School	Total number of instructional days	178*	178*
PCSB	Suspension Rate	6.8%	1.2%
PCSB	Expulsion Rate	0%	0%
PCSB	Instructional Time Lost to Suspension	0.10%	0.02%
PCSB	Promotion Rate	99.1%	99.1%
PCSB	Average Daily Attendance	93.6%	92.5%

**Two Rivers received a waiver from the 180 day requirement because the school met the total number of instructional hours threshold.*

School Staff

Network Staff	
Jessica K. Wodatch	Executive Director
Sarah Richardson	Chief Financial Officer
Khizer Husain	Chief of Staff
Maggie Bello	Chief Academic Officer
Caroline Mwendwa-Baker	4th Street Elementary School Principal
Rossana Mahvi	4th Street Elementary School Assistant Principal
Elaine Hou	Middle School Principal
Jennifer McCormick	Middle School Assistant Principal
NaKeisha Jones-Helton	Dean of Students and Families
Guye Turner	Young Elementary School Principal
Ann Selzer	Young Elementary School Assistant Principal
Jeff Heyck-Williams	Director of Curriculum and Instruction
Chelsie Jones	Instructional Guide
Gail Williams	Director of Operations
Laura Lorenzen	Director of Student Support
Dawnyela Meredith	Director of Alumni & Community Relations
Chantele Martin	Director of Development
Cassidy Weitman	Development Associate
Tonia Vines	Arts Coordinator
Elizabeth Riddle	Testing Coordinator
Shakia Prude	Special Education Coordinator
Lynn Moluf	Program Associate
Jamal Freeman	Program Associate
Julia Shepperson	Registrar
Corinne Wilkinson	Registration Systems Manager
Andrea Roberson	Special Projects Manager
Mary Gornick	Business Manager
Kim Burton	Executive Assistant
Marcus Mittelman	Operations Manager - 4th Street
Tameka Faison	Operations Manager - Young
Melanie Jacobs	Receptionist - 4th Street Elementary School
Cynthia Pope	Receptionist - 4th Street Elementary School
Pretrice Smith	Receptionist - Middle School
Kiasha Bryant	Receptionist - Young

4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Donna James	PS	Chrissone Hollis
Kendall Doyle	PS	Evette Gibbs
Samantha Bertocchi	PK	Ayawnie Wingate
Jazmin Hartfield	PK	Hannah Shapiro
Edline Blot	K	Danni McConnell
Kai Blackwood	K	Christina Radden
Anne Gillyard	1	Danielle Pramick
Kimberly Griffin	1	Danell Johnson
Jessica Hall	2	Anisha Mehta
Sharanya Sharma	2	Treena Wynter
Bethany Jenkins	3	Latrice Stevenson
Taryn Peacock	3	Rashida Bragg
Julia Tomasko	4	Julian Wilson
Benjamin Johnson	4	Anya Rosenberg
Katie Mancino	5	Hannah Hohle
Jessica Proffitt Rose Goff Beth Calano	5	

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Hannah Rosen	PS	Ventura Loving
Helen Gasperetti	PS	Jasmine Pullen
Maria Nguyen	PK	Christine Marsico
Sherrie Nesbitt	PK	Zuleikha Hester
Jennia Holmes	K	Jesse Martindale
Jamie Lee	K	Kirstyn Fletcher
Laura Sparks	1	Nandi Taylor
Jessica Cisneros	1	Brandon Wilkerson

Middle School Instructional Staff	
Jodi Arellano	Language Arts
Carolina Riveros-Ruenes	Language Arts
Sandra Vanderbilt	Reading Specialist
Jill Clark	Social Studies
Benjamin Williams	Social Studies
Lawrence Chien	Mathematics
William Day	Mathematics
Desiree Smith	Mathematics
Steven Karig	Science

School Staff

Counselors and Specialists	
Sasha Clayton	Counselor
Iyamide House	Counselor
Leonardine Pacombe	Counselor
Elizabeth LeBoo	ELL Teacher

Special Education Teachers	
Stephanie Cade	Monifa Chamble Thomas
Peter Gamber	Francine Perry
Lesley Riddick	Shannon Schmidt
Ama Teasdel	Rebecca Wenstrom
Nicole Wood	Teruko Garnett

Subject Specialists	
Leah Quinter	Art
Penny Perrott	Physical Education - Lower-level Elementary School
Delonte Johnson	Physical Education - Upper Level Elementary School
Tarik Cranston	Physical Education - Middle School
Danté Pope	Music
Alicia Ortiz	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street
Elizabeth Dilone	Spanish - Young

Board of Trustees

During the 2015-2016 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members who served during the terms noted below:

Stacey Brown
2015 - 2018

Peter A. Eveleth* - *Secretary*
2013 - 2016

Ryan J. Huschka*
2013 - 2016

Pam Jackson* - *President*
Two Rivers Parent
2014 - 2017

Justin Jones*
2014 - 2017

Adrian Jordan*
2014 - 2017

Jay Kramer*
2015 - 2018

Steven LaFemina
2015 - 2018

Jason Miller* - *Treasurer*
Two Rivers Parent
2015 - 2018

Senthil Sankaran*
2013 - 2016

Jane Tobler*
Two Rivers Parent
2013 - 2016

Etienne Toussaint
2015 - 2016

Justin Valentine* - *Vice President*
2015 - 2018

Jessica Wodatch* - *Ex Officio*
Two Rivers Parent

* Resident of the District of Columbia

Income and Cash Flow Statements

Two Rivers Public Charter School

July 2015 through June 2016

	Quarterly				Year-To-Date (YTD)				Annual
Income Statement	Actual	Budget	Variance	%	Actual	Budget	Variance	%Over	Budget
Revenue									
01. Per Pupil Charter Payments	2,533,548	2,410,878	122,671	5%	9,960,516	9,643,511	317,005	3%	9,643,511
02. Per Pupil Facilities Allowance	540,452	543,459	-3,007	-1%	2,171,180	2,173,838	-2,658	0%	2,173,838
03. Federal Entitlements	62,365	85,294	-22,929	-27%	334,965	341,174	-6,210	-2%	341,174
04. Other Government Funding/Grants	162,826	256,276	-93,450	-36%	918,017	954,609	-36,593	-4%	954,609
05. Private Grants and Donations	217,697	138,750	78,947	57%	738,977	555,000	183,978	33%	555,000
07. Other Income (please describe in footnote)	-24,622	15,566	-40,187	-258%	-92,203	68,171	-160,374	-235%	68,171
Total Revenue	3,492,267	3,450,223	42,045	1%	14,031,452	13,736,303	295,149	2%	13,736,303
Expenses									
08. Principal/Executive Salaries	255,470	246,354	-9,116	4%	992,637	988,748	-3,889	0%	988,748
09. Teachers Salaries	920,037	873,400	-46,637	5%	3,546,533	3,503,843	-42,690	1%	3,503,843
10. Teacher Aides/Assistance Salaries	171,353	184,157	12,804	-7%	648,120	736,627	88,507	-12%	736,627
12. Business/Operations Salaries	131,520	127,724	-3,796	3%	498,115	510,897	12,782	-3%	510,897
13. Clerical Salaries	42,640	40,934	-1,706	4%	171,872	163,738	-8,134	5%	163,738
15. Other Staff Salaries	227,548	236,404	8,856	-4%	903,776	952,574	48,798	-5%	952,574
16. Employee Benefits	622,359	332,429	-289,930	87%	1,599,152	1,329,718	-269,434	20%	1,329,718
17. Contracted Staff	52,042	26,675	-25,367	95%	162,671	119,340	-43,331	36%	119,340
18. Staff Development Expense	25,996	63,438	37,441	-59%	177,015	253,750	76,735	-30%	253,750
19. Textbooks	88	0	-88	N/A	8,343	52,200	43,857	-84%	52,200
20. Student Supplies and Materials	31,581	29,580	-2,001	7%	212,867	146,856	-66,011	45%	146,856
21. Library and Media Center Materials	575	0	-575	N/A	71,289	55,680	-15,609	28%	55,680
22. Student Assessment Materials	7,464	17,226	9,762	-57%	43,850	68,904	25,054	-36%	68,904
23. Contracted Student Services	360,797	244,873	-115,924	47%	1,100,688	1,101,929	1,241	0%	1,101,929
24. Miscellaneous Student Expense **	33,600	40,863	7,263	-18%	104,514	178,872	74,358	-42%	178,872
25. Rent	18,794	0	-18,794	N/A	62,647	0	-62,647	N/A	0
26. Building Maintenance and Repairs	10,555	6,250	-4,305	69%	38,290	25,000	-13,290	53%	25,000
27. Utilities	97,583	69,700	-27,883	40%	274,910	278,800	3,890	-1%	278,800
28. Janitorial Supplies	74	2,088	2,014	-96%	698	8,352	7,654	-92%	8,352
29. Contracted Building Services	137,499	135,522	-1,977	1%	514,813	542,089	27,276	-5%	542,089
30. Office Supplies and Materials	11,501	17,748	6,247	-35%	86,131	70,992	-15,139	21%	70,992
31. Office Equipment Rental and Maintenance	4,291	11,809	7,518	-64%	16,657	47,237	30,580	-65%	47,237
32. Telephone/Telecommunications	14,137	15,820	1,683	-11%	58,121	63,280	5,159	-8%	63,280
33. Legal, Accounting and Payroll Services	41,135	48,114	6,978	-15%	144,335	217,084	72,748	-34%	217,084
34. Printing and Copying	6,457	7,830	1,373	-18%	13,211	31,320	18,109	-58%	31,320
35. Postage and Shipping	1,506	3,480	1,974	-57%	3,954	13,920	9,966	-72%	13,920
36. Other	42,194	51,972	9,778	-19%	162,671	194,107	31,436	-16%	194,107
37. Insurance	20,518	18,750	-1,768	9%	83,618	75,000	-8,618	11%	75,000
38. Transportation	0	265	265	-100%	857	1,061	203	-19%	1,061
39. Food Service	80,888	57,305	-23,583	41%	294,378	257,873	-36,505	14%	257,873
40. Administration Fee (to PCSB)	33,639	34,341	702	-2%	132,839	137,363	4,524	-3%	137,363
42. Other General Expense	74,877	77,320	2,442	-3%	316,210	309,279	-6,932	2%	309,279
Total Expenses	3,478,717	3,022,370	-456,347	15%	12,445,784	12,436,431	-9,353	0%	12,436,431
Operating Income	13,550	427,853	-414,302	-97%	1,585,668	1,299,872	285,796	22%	1,299,872
Extraordinary Expenses									
44. Depreciation Expense	294,291	308,715	14,424	-5%	1,304,864	1,234,860	-70,004	6%	1,234,860
45. Interest Payments	242,495	215,921	-26,574	12%	861,386	863,684	2,298	0%	863,684
Total Extraordinary Expenses	536,786	524,636	-12,150	2%	2,166,250	2,098,544	-67,706	3%	2,098,544
Net Income	-523,236	-96,784	-426,453	441%	-580,582	-798,672	218,090	-27%	-798,672
Cash Flow Statement	Actual	Budget	Variance	%Var	Actual	Budget	Variance	%Var	Budget
Net Income	-523,236	-96,784	-426,453	441%	-580,582	-798,672	218,090	-27%	-798,672
Cash Flow Adjustments									
Financing Activities	-108,032	-124,050	16,018	-13%	5,925,136	-496,202	6,421,338	-1294%	-496,202
Investing Activities	-42,755	289,715	-332,470	-115%	-1,646,809	754,860	-2,401,669	-318%	754,860
Operating Activities	-439,029	-1,025,635	586,606	-57%	-4,190,576	-798,672	-3,391,904	425%	0
Total Cash Flow Adjustments	-589,817	-859,970	270,154	-31%	87,951	258,658	-170,707	-66%	258,658
Change in Cash	-1,113,053	-956,754	-156,299	16%	-492,631	-540,014	47,383	-9%	-540,014

Two Rivers Public Charter School		
Income Statement		SY16-17
Account		Future
Event		-
Revenue		
	01. Per Pupil Charter Payments	10,562,200
	02. Per Pupil Facilities Allowance	2,342,498
	03. Federal Entitlements	457,450
	04. Other Government Funding/Grants	894,532
	05. Private Grants and Donations	546,100
	06. Activity Fees	-
	07. Other Income (please describe in footnote)	146,377
Total Revenue		14,949,157
Operating Expense		
	Personnel Salaries and Benefits	
	08. Principal/Executive Salaries	1,082,726
	09. Teachers Salaries	3,966,750
	10. Teacher Aides/Assistance Salaries	892,749
	11. Other Education Professionals Salaries	-
	12. Business/Operations Salaries	538,041
	13. Clerical Salaries	211,848
	14. Custodial Salaries	-
	15. Other Staff Salaries	1,096,481
	16. Employee Benefits	1,508,315
	17. Contracted Staff	122,410
	18. Staff Development Expense	254,329
	Total Personnel Salaries and Benefits	9,673,648
	Direct Student Expense	
	19. Textbooks	56,813
	20. Student Supplies and Materials	116,250
	21. Library and Media Center Materials	60,600
	22. Student Assessment Materials	56,250
	23. Contracted Student Services	1,008,000
	24. Miscellaneous Student Expense **	56,738
	Total Direct Student Expense	1,354,650
	Occupancy Expenses	
	25. Rent	75,177
	26. Building Maintenance and Repairs	50,000
	27. Utilities	281,685
	28. Janitorial Supplies	6,000
	29. Contracted Building Services	525,700
	Total Occupancy Expenses	938,562

Occupancy Expenses	
25. Rent	75,177
26. Building Maintenance and Repairs	50,000
27. Utilities	281,685
28. Janitorial Supplies	6,000
29. Contracted Building Services	525,700
Total Occupancy Expenses	938,562
Office Expenses	
30. Office Supplies and Materials	72,000
31. Office Equipment Rental and Maintenance	21,600
32. Telephone/Telecommunications	48,622
33. Legal, Accounting and Payroll Services	177,722
34. Printing and Copying	18,750
35. Postage and Shipping	7,500
36. Other	190,533
Total Office Expenses	536,727
General Expenses	
37. Insurance	81,627
38. Transportation	139,777
39. Food Service	311,226
40. Administration Fee (to PCSB)	144,031
41. Management Fee	-
42. Other General Expense	413,590
43. Unforeseen Expenses	-
Total General Expenses	1,090,250
Total Ordinary Expenses	13,593,837
Interest, Depreciation	
44. Depreciation Expense	1,222,582
45. Interest Payments	889,957
Total Interest, Depreciation	2,112,540
Total Expenses	15,706,376
Net Income	(757,220)
Adjustments To Cash Flow	
Net Income	(757,220)
Operating Activities	-
Investing Activities	837,582
Financing Activities	(412,811)
Net cash increase for year	(332,448)

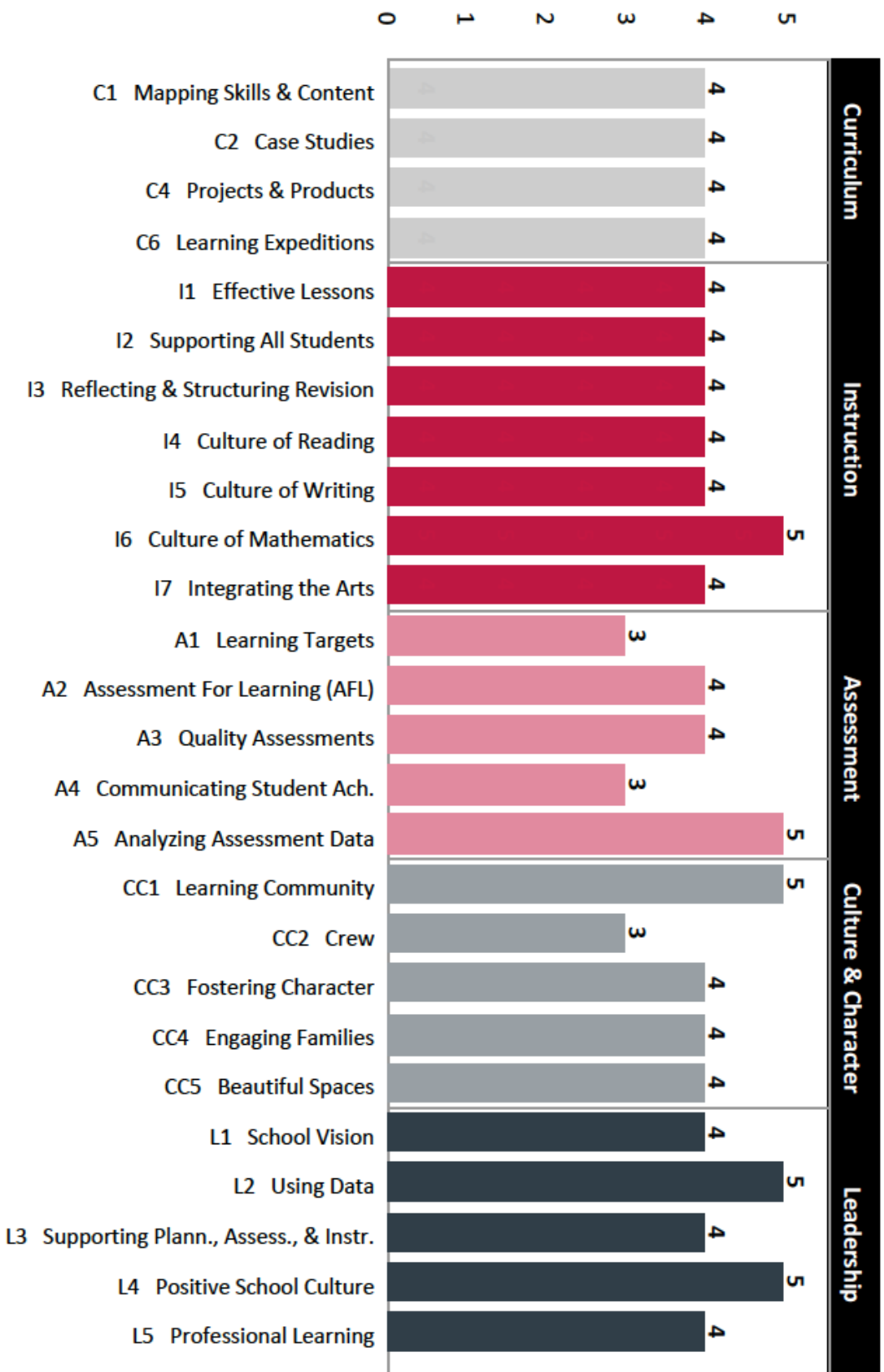
Two Rivers Public Charter School
2016 Implementation Review Scores

Dimension	Practice	Score
Curriculum	1 Mapping Skills & Content	4
	2 Case Studies	4
	4 Projects & Products	4
	6 Learning Expeditions	4
Instruction	1 Effective Lessons	4
	2 Supporting All Students	4
	3 Reflecting & Structuring Revision	4
	4 Culture of Reading	4
	5 Culture of Writing	4
	6 Culture of Mathematics	5
	7 Integrating the Arts	4
Assessment	1 Learning Targets	3
	2 Assessment For Learning (AFL)	4
	3 Quality Assessments	4
	4 Communicating Student Achievement	3
	5 Analyzing Assessment Data	5
Culture & Character	1 Learning Community	5
	2 Crew	3
	3 Fostering Character	4
	4 Engaging Families	4
	5 Beautiful Spaces	4
Leadership	1 School Vision	4
	2 Using Data	5
	3 Supporting Planning, Assessment, & Instruction	4
	4 Positive School Culture	5
	5 Professional Learning	4

TOTAL SCORE:

106

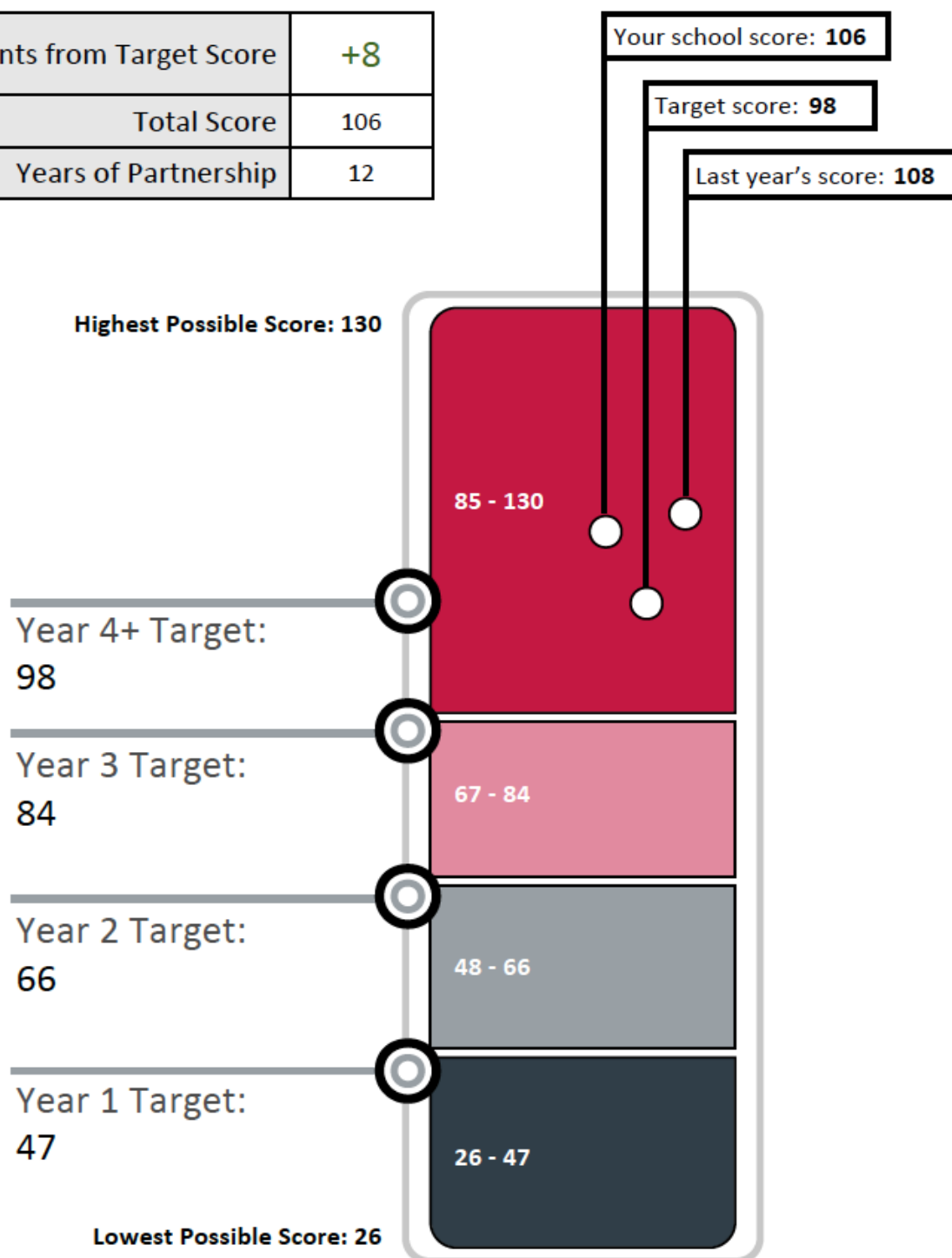
Two Rivers Public Charter School | 2016 Implementation Review Scores



Two Rivers Public Charter School

2016 Implementation Review Progress Report

Points from Target Score	+8
Total Score	106
Years of Partnership	12



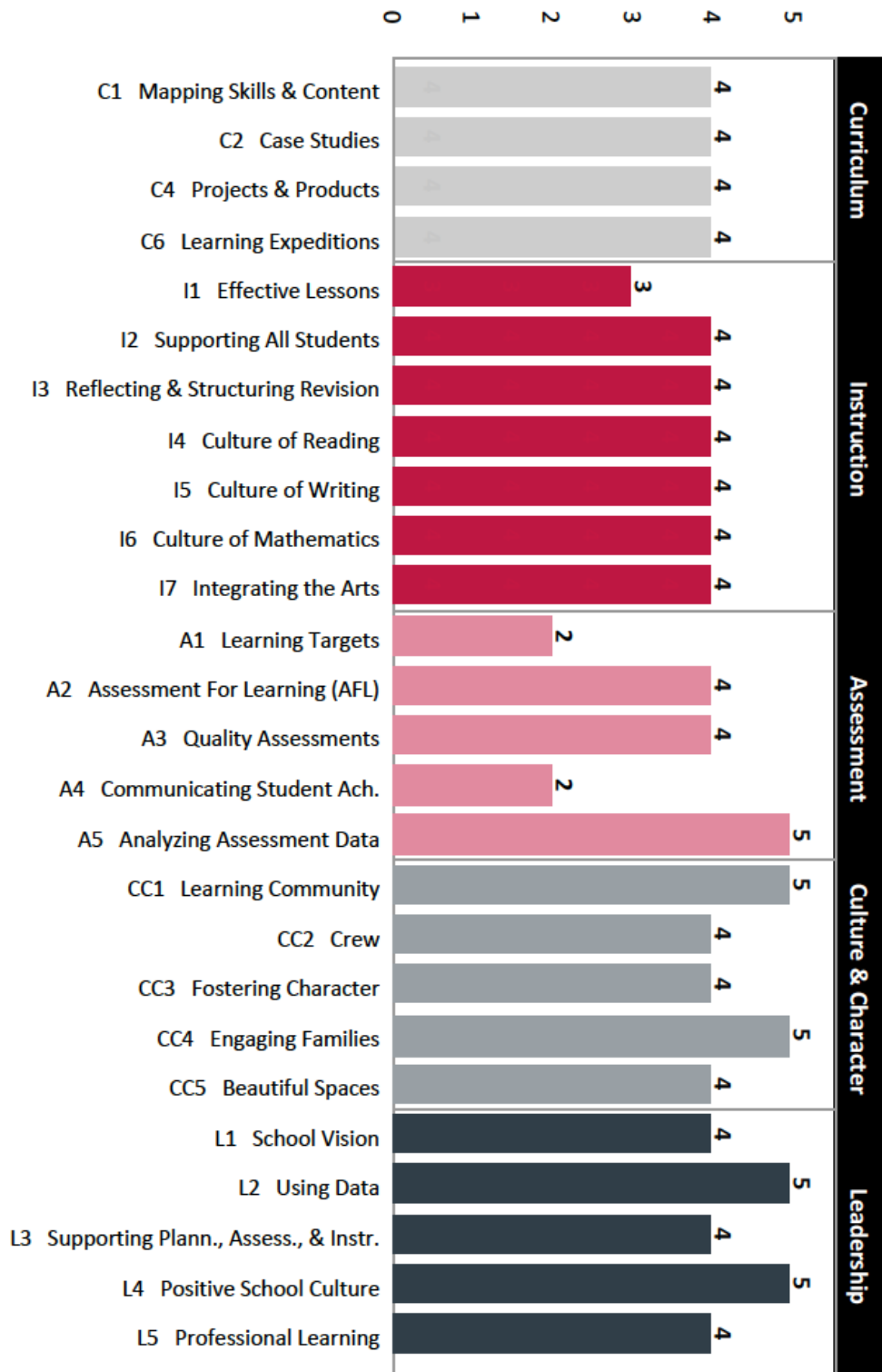
Two Rivers Public Charter School- Young Campus
2016 Implementation Review Scores

Dimension	Practice	Score
Curriculum	1 Mapping Skills & Content	4
	2 Case Studies	4
	4 Projects & Products	4
	6 Learning Expeditions	4
Instruction	1 Effective Lessons	3
	2 Supporting All Students	4
	3 Reflecting & Structuring Revision	4
	4 Culture of Reading	4
	5 Culture of Writing	4
	6 Culture of Mathematics	4
	7 Integrating the Arts	4
Assessment	1 Learning Targets	2
	2 Assessment For Learning (AFL)	4
	3 Quality Assessments	4
	4 Communicating Student Achievement	2
	5 Analyzing Assessment Data	5
Culture & Character	1 Learning Community	5
	2 Crew	4
	3 Fostering Character	4
	4 Engaging Families	5
	5 Beautiful Spaces	4
Leadership	1 School Vision	4
	2 Using Data	5
	3 Supporting Planning, Assessment, & Instruction	4
	4 Positive School Culture	5
	5 Professional Learning	4

TOTAL SCORE:

104

Two Rivers Public Charter School- Young Campus | 2016 Implementation Review Scores



Two Rivers Public Charter School- Young Campus

2016 Implementation Review Progress Report

Points from Target Score	+57
Total Score	104
Years of Partnership	1

Your school score: **104**

Target score: **47**

